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BOOKS.

A Treatise on the Analytical Geometry in Three Dimensions. By George Salmon, D. D., D. C. L., LL. D., F. R. S., late Provost of Trinity College. Fifth edition. Revised by Reginald A. P. Rogers, Fellow of Trinity College, Dublin. Vol. I. 8vo, cloth. xxii+470 pages. Price, $3.00. New York: Longmans, Green & Co.

In the revision of this, the most exhaustive and noted work of its kind in the English language, it is the purpose of Mr. Rogers to preserve the substance of the fourth edition. Copies of the fourth and last edition had become quite difficult to obtain. In this new edition, Mr. Rogers has added some new mattter of much value. For example, in Chapter V, we find excellent illustrations of models of the different species of quadrics, articles or paragraphs on the analytical classification of real quadrics (88_a), and elsewhere, on projection and Fiedler's projective coördinates (144_c), on non-Euclidean theory of distance and angle (144_a), and on the expression of twisted cubics and quartics by rational or elliptic parameters, (333_a , 347_a , 348, 349).

In differential geometry, the aim has been to form a closer connecting link between Dr. Salmon's book and the more extensive and more purely analytical methods used by Bianchi, Darboux, and others. A number of other additions and improvements are made, but space forbids noting any more.

It is the purpose to bring out this fifth edition in two volumes. The fourth edition contained 612 pages. The type in this edition is much superior to that in the fourth edition. It is to be hoped that Volume II will soon be issued. F.

The Elements of Statistical Methods. By Wilford I. King, M. A., Instructor in Statistics in the University of Wisconsin. 8vo, cloth, xvi+250 pages. Price, $1.50. New York: The Macmillan Co.

So far as we know, the text before us is the first of its kind published in America. There have been texts published heretofore on statistical methods in Biology and perhaps other subjects, but none dealing with the method in general.

In the present work, the author has furnished those students of economics, sociology, and others of the educated public unfamiliar with the language and use of mathematics, a simple text easily within their grasp. The work is one that will prove of great value to the student of sociology, economics, as well as to those of some of the natural sciences. F.

Introduction to Analytical Mechanics. By Alex. Ziwet, Professor of Mathematics in the University of Michigan, and Peter Field, Ph. D., Assistant Professor of Mathematics in the University of Michigan. 8vo, cloth, ix+378 pages. Price, $1.60 net. New York: The Macmillan Co.

This volume is intended as a brief introduction to the study of mechanics for Junior and Senior students in colleges and universities. While the work is based largely upon Professor Ziwet's excellent Theoretical Mechanics, yet it differs from it in several essential respects. For example, the applications to engineering are omitted and the analytical treatment has been broadened. Geometrical ideas are made to precede analysis, and in so doing the idea of the vector is freely used while omitting at the same time the special methods and notations of vector analysis.

Those teachers who have used Professor Ziwet's larger work will welcome this briefer course by Ziwet and Field as more suitable for them if they have only a very limited time at their disposal to devote to the subject. F.

The Teaching of Physics for Purposes of General Education. By C. Riborg Mann, Associate Professor of Physics, The University of Chicago. 8vo, cloth, xxv+304 pages. Price, $1.25 net. New York: The Macmillan Co.

This is one of the Teachers' Library Series and the editor, President Butler of Columbia University, in his introduction sets forth eight fundamental principles which should be assumed in the teaching of Physics. Among them are: That the topics chosen and the method pursued should be determined for the intellectual needs and interests of the school; that teacher should put out of his mind the thought that each pupil before him is aiming to become a specialist in physical science; that physical science should not be something fixed and definite; that the student should know something of the men whose names are epoch-making in its history and development; that the ordinary standards for measuring time, space, weight and other characteristics should not be taken for granted; and that accurate measuring, while necessary and important, should hold not first place, but a subordinate place.

The author, Professor Mann, is not only an expert physicist, but he is an excellent teacher as well. He knows just how much help the student needs in making experiments in order to keep up his courage and his interest. His suggestions, therefore, as set forth in this book have a double value since they come from one who is both a teacher and an investigator.

The book is divided into three parts. The first part discusses, The Development of the Present Situation; the second part, Physics and Democratic Education; the third part, Hints at Practical Applications. F.

A Mental Arithmetic for Oral Review. By John Brookie Faught, Ph. D., Professor of Mathematics in the Western State Normal School, Kalamazoo, Mich. Paper back, 24 pages. Published by the author.

It seems that the author of this little work is old-fashioned enough to wish to return to the good old days of the mental arithmetic. What will modern educators think of a man who is now writing a mental arithmetic when our school programs have long passed that stage in educational evolution? Yet we, too, are old-fashioned enough to wish that some of our college Freshmen had some of this mental arithmetic training. Not long ago we witnessed a college Senior in all seriousness add 1/2 and 2/3 and get 3/5 as a result. Now you college teachers of mathematics do not hold your noses while you read that statement, for we 'll warrant that many of you who read it have witnessed examples of the same stolid stupidity. There is something radically wrong somewhere, and to our mind, our critics are failing to put their fingers on the right spot. It seems to us that there is too much of the pyrotechnic display in our scheme of education, too morbid a desire for the novel and spectacular and too little of the serious purposes of life. The average college or university diplomas are coming to have about as much value educationally as a new national bank note would have commercially without the denomination stamp upon it. F.

Linear Polars in the k-Hedron in n-Space. A Dessertation to the Faculty of the Ogden Graduate School of Science, The University of Chicago, in Candidacy for the Degree of Doctor of Philosophy. By Harris Franklin MacNeish.

Copies of this thesis may be secured by sending 25 cents to the University of Chicago Press. F.